



# Effective Learning Time

Engaging Schools: Fostering High School  
Students Motivation to Learn (2003)



# Content

**Engagement in Schoolwork**

**Promoting Engagement**

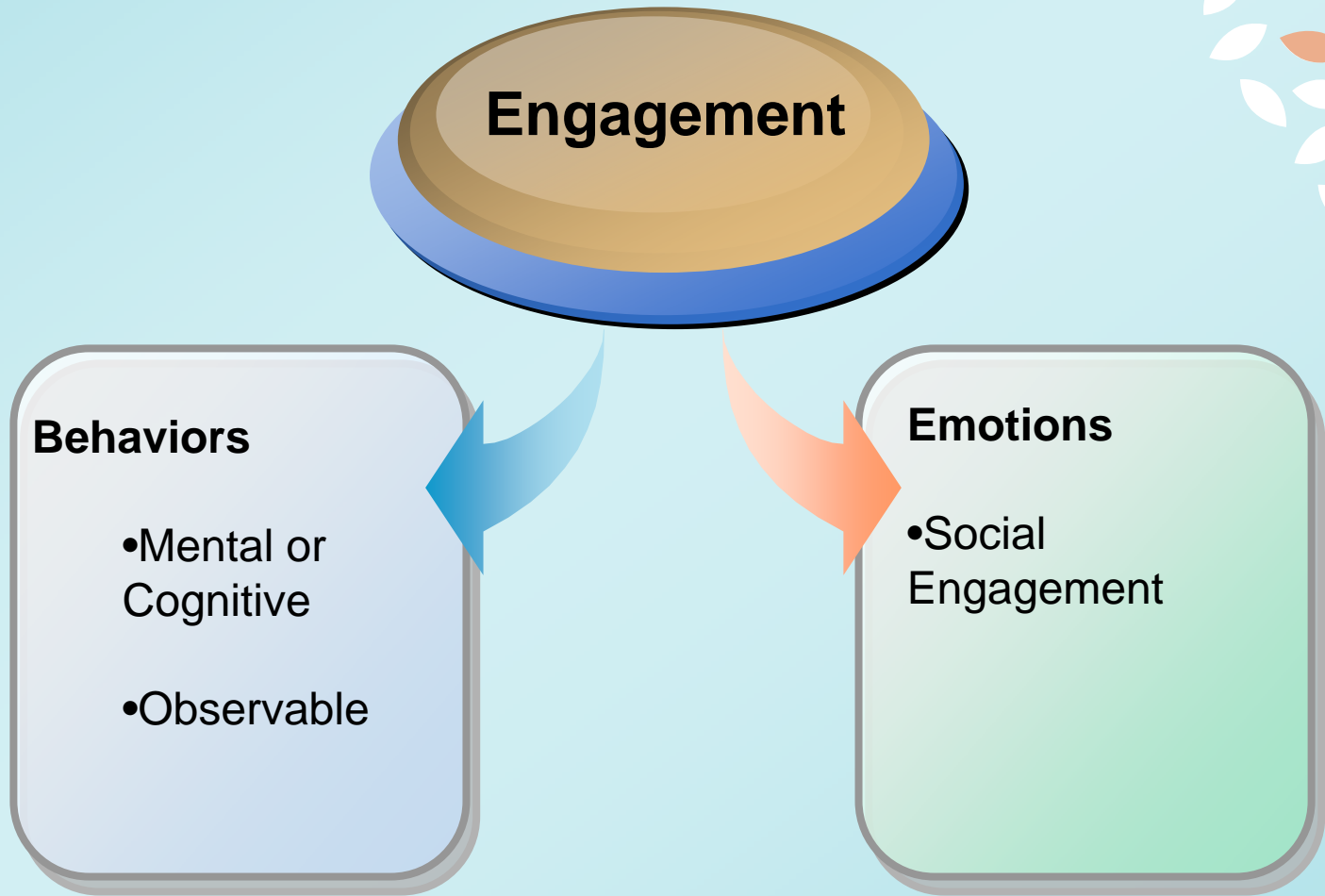
**Positive Environments**

**Beyond the Classroom**

**Beyond the School**



# Engagement in Schoolwork





# Engagement in Schoolwork

- Goal must be to “promote cognitive engagement that results in learning”
- Ultimate cognitive engagement is a state in which people are so attentive to the task that they lose track of time.





# Coerced and Voluntary Engagement

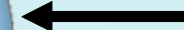


**Coerced**



**Engagement**

**Voluntary**



- Extrinsic
- Attend class to avoid punishment
- Complete assignments just to get it done

- Intrinsic
- Material captures their interest
- Sense of pride in accomplishments

**Voluntary** is a more powerful motivator for cognitive engagement



# Promoting Engagement

- **Educational conditions that promote cognitive engagement**

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**Competence and control**

**Values**

**Social Connectedness**





# Competence and Control

- ❖ **Students need to know what it takes to succeed and to believe they can succeed.**
- ❖ **Students with confidence must believe that their achievements will be recognized.**
- ❖ **Americans tend to have a concept of intelligence that is inherited**





# Competence and Control

- ❖ **32 percent of 13,000 eighth graders of a national longitudinal study, claimed that they dropped out because they could not keep up with the schoolwork**

– Berkold, Geis, and Kaufman, 1998

- ❖ **A study of students' experiences of high school focused on conditions in classes and schools that affected students' engagement**

- One student that was interviewed and said the following
  - “Mr. Yana, when he talks, I just can't follow what he's saying. So I just give up.”

– Davidson and Phelan, 1999





# Values



## ❖ Intrinsic

- Pleasure in learning
- More likely to seek challenging tasks, think creatively, exert effort, learn at a conceptual level

## ❖ Extrinsic

- Good grades
- Social recognition



# Social Connectedness



## ❖ Negative

- Disrespect
- Socially isolated

## ❖ Importance of meaningful relationships

- Students would learn more
- Students dropped out because of the perception that nobody cared
- Feeling connected and accepted by peers may be as important to students as feeling connected to teachers



# Promoting Engagement



## ❖ Conditions that promote positive beliefs, values, and a feeling of belonging

- Promoting Perceptions of Competence and Control
- Promoting Academic Values
- Emphasis on High Order Thinking
- Meaningful Connections to Students' Culture and Lives Outside School
- Promoting a Sense of Belonging

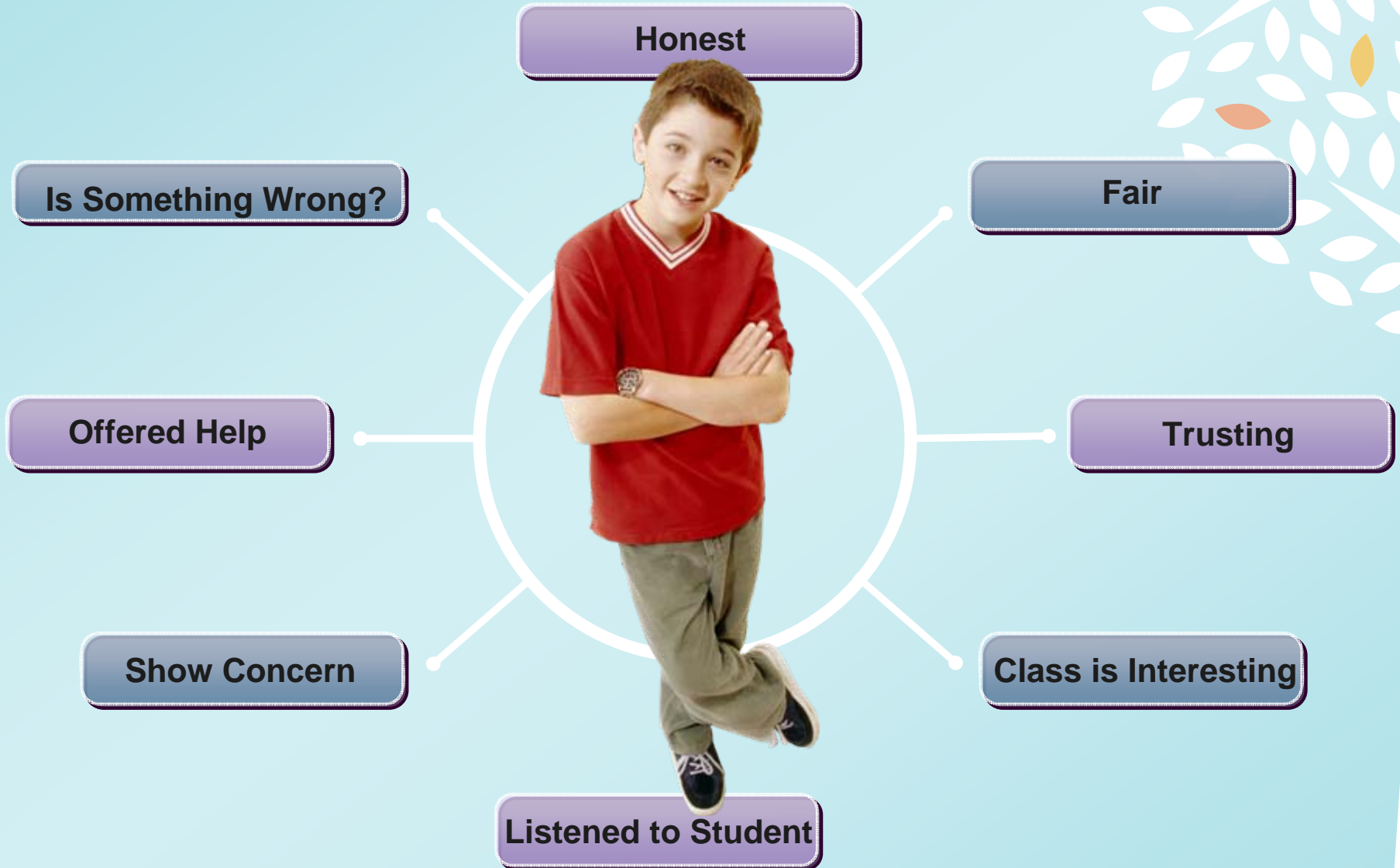


# Promoting a Sense of Belonging

- ❖ **Negative feedback was associated with low engagement in the form of disruptive behavior.**
  - Wentzel, 2002
- ❖ **Students who perceive differential treatment by teachers and counselors based on race are also less likely to value school.**
  - Roeser, Eccles, and Sameroff, (1998)
- ❖ **2 types of teacher behavior that is important to students**
  1. Learning something about their lives outside of school
  2. Communicating directly and regularly with students about their academic progress
    - Davidson and Phelan, (1998)



# How Do You Know When a Teacher Cares About You?





# Discussion Questions

## ❖ Think about your individual classroom

- What are your strengths that promote cognitive engagement?
- What are your weaknesses that hinder cognitive engagement?
- Discuss with others to come up with a plan to change the environment of your classroom to promote cognitive engagement.